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ABSTRACT

This proposed upper-division course, which is designed to relate abstract philosophy to concrete life situations, grew out of the awareness that the quality of life can be enhanced through study and reflection on the essential human values of work and leisure. The theoretical and practical knowledge that forms the course content is approached in a spirit of intellectal inquiry, which brings into consideration the students' personal experience of contemporary questions and issues and the vicarious experience supplied by history, philosophy, and the arts. Students are encouraged to reach conclusions that may influence their personal choices and actions, as well as to acquire understanding and sensitivity helpful in humanizing work and leisure in our society. Also included are rationale, objectives, methodology, syllabus, evaluation process and forms, technology to be utilized, cost of implementation, and selected bibliography. (BZ)

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THE PHILOSOPHY OF WORK AND LEISURE

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KENTUCKIANA METROVERSITY
1986 GRAWEMEYER AWARD
FOR INSTRUCTIONAL DEVELOPMENT

Proposal Application Form

I. APPLICATION INFORMATION

This application should be attached as the front cover to each of the four copies of the proposal submitted in this competition. All applications must be received by April 30, 1986. All proposals must be typewritten.

NAME (Print) Sr. M. Catharine Baseheart, s.c.n. INSTITUTION Spalding University

DEPARTMENT Humanities/Philosophy

PRIMARY TEACHING AREA Philosophy

TITLE OF PROPOSAL The Philosophy of Work and Leisure

II. PROPOSAL

Please respond to the following in the Proposal:

1. Title of course for which this proposal is submitted.
2. Identify the teaching-learning problem(s) which the proposal addresses.
3. Identify the specific objectives which will be accomplished.
4. Briefly describe the methodology employed to accomplish objectives.
5. Briefly describe the evaluation process which will be used to determine the degree of success achieved.
6. Describe any required technology to be utilized.
7. Specify the cost of implementation, including budget details.
8. Please provide any additional details which may be useful in describing your proposal.

III. ABSTRACT

On a separate sheet, submit an abstract of the proposal in no more than 200 words.

A complete Application package consists of: (a) an Application Form, (b) Proposal, and (c) Proposal Abstract. Submit four sets of the complete application package to: Kentuckiana Metroversity, 3113 Lexington Road, Louisville, Kentucky 40206.

Deadline: 12:00 noon, April 30, 1986

This proposal is submitted to Kentuckiana Metroversity with the understanding that the information contained within will be viewed by impartial judges and may be shared with the academic community at large.

DATE April 29, 1986 SIGNATURE OF APPLICANT Sr. Mary Catharine Baseheart S.C.N.

HE 019 921

1. TITLE OF COURSE

The Philosophy of Work and Leisure

The course, Phil. 435, is an upper-division course (open to juniors and seniors) which is accepted in partial fulfillment of the general-education requirement in the area of humanities, as well as of the philosophy major or minor.

The course has been taught experimentally by a member of the philosophy faculty in the second semester of the academic year 1985-1986. It is also on the schedule for 1986-1987.

Rationale for the Course: Work is a live issue in scholarly investigations today. In university curricula, also, course offerings give attention to work, but usually within the specific limits of separate disciplines: anthropology, economics, psychology, sociology. These disciplines and even the humanities curricula seem to be giving only incidental treatment to fundamental philosophical questions relating to work and to the other dimension of human life which must be considered concomitantly with it, namely leisure.

The quality of life on the societal and personal levels appears to result directly or indirectly from an underlying philosophy of work and leisure, which is often unconscious and based on unexamined assumptions. Thus there is need for a course which transcends the particular sciences and explores comprehensively the ontological foundations of beliefs and views pertaining to work and leisure in the critical context of the holistic grasp of the human person.

In this course students are invited to reflect on work and leisure in the context of man's search for meaning; to uncover and question their basic assumptions in the light of their experience; to read and study the work of scholars past and present; and to reach conclusions which, it is hoped, will influence their future choices and actions.

The course appears to be innovative in that no evidence of a course precisely like this one has been found by the author of the proposal.

2. THE TEACHING - LEARNING PROBLEMS ADDRESSED

- The attitude of some students who consider philosophy too abstract for their interest
- The difficulty of getting students really involved--really caring about course content and eager to engage in intelligent class discussion

2. TEACHING - LEARNING PROBLEMS (continued)

- the tendency of some students to seek only material to be memorized: the attitude,"Don't bother me with the questions; just give me the answers"
- the need for creating a classroom environment that stimulates critical thinking
- the difficulty of stimulating students to carry over their learning in class to situations in life and to other subjects of the curriculum
- the countering of the one-sided, self-serving, simplistic approaches with which students are often infected in our society
- the problem of mediating subjective and objective factors in the inductive and deductive processes directed toward reaching conclusions; in other words, the overcoming of polarities of extreme personal relativism and extreme impersonal dogmatism

3. SPECIFIC OBJECTIVES TO BE ACCOMPLISHED

These are listed in three categories.

KNOWLEDGE

The student will:

- define the terms 'work' and 'leisure,' and be able to make careful distinctions in the use of these and other related terms
- recognize the significance of work and leisure as fundamental dimensions of human life: social, professional, domestic, economic, and personal
- arrive at a concept of person that is functional in the study of work and leisure and significant in man's search for meaning
- acquire a general knowledge of the history of work and leisure in Western culture, with special attention to the basic underlying philosophy that influenced attitudes and practices in each period of history
- propose conclusions, based on sound knowledge of philosophy and history, regarding moral questions pertaining to work and leisure: the needs and rights of all persons; the right to work; the right to leisure; the duties of the employer; the duties of the worker; the right to form unions, to strike, etc.
- acquire knowledge of the philosophy of the virtue of justice in the context of work and leisure
- integrate knowledge of the behavioral, social, and health sciences and knowledge of literature and the other arts with the concepts and principles of this course
- identify causes of alienation in work, and propose methods of humanization
- identify ways of enriching leisure for self and others and recognize the role of education in effecting a rich personal leisure
- analyze contemporary forms of leisure, and recognize subjective and objective factors that enter into the analysis of these forms

SKILLS

The student will develop skill in:

- raising philosophical questions concerning the meaning of work and leisure in human life

SKILLS (continued)

The student will develop skill in:

- self-reflection in order to become aware of his/her talents, interests, and inclinations--awareness that should prove useful in making personal decisions relevant to work and leisure
- analyzing contemporary issues in the area of work and leisure and in drawing practical conclusions
- articulating ideas relevant to the subject
- relating material of this course to that of other subjects of the curriculum and to life experience
- dealing more effectively with difficulties in present and future experiences

ATTITUDES AND VALUES The student will clarify his/her values concerning work and leisure and make choices about wishing or not wishing to:

- come to a better appreciation of the meaning of work and leisure in human life
- value good work of all kinds and its contribution to society
- respect the dignity of the worker, regardless of the type of work
- value his/her own work not merely in terms of monetary value or prestige but also in terms of personal, social, and (for people of faith) religious value
- develop an attitude of shared responsibility for the humanization of work, whether he/she is worker, employer, manager, or whatever
- develop a wholesome attitude toward competition both in work and leisure
- value reflection and planning for the future ordering of life
- be increasingly concerned for the personal development of self and others through work and leisure
- take pride in work well done
- value leisure in its many forms as significant in human life
- value the intellectual work involved in study and regard its difficulty as a challenge and means of self-actualization

4. METHODOLOGY EMPLOYED

The procedure is to begin with the students' own life experience. The descriptive analysis of this experience includes not only their personal experience of work and leisure, but extends to knowledge of the experience of researchers who have explored the subjects and to contact with the experience of human beings through the ages as recorded in history and as imaged in art, drama, and literature. The concomitant subjecting of views and beliefs to the light of philosophical inquiry from the time of the ancient Greeks to the present takes into account the relevant factors of each, the phenomena of change, and reaches for the perennial principles applicable generally to the human condition, mutatis mutandis.

Some of the springboard questions, posed by both students and teacher, which the class begins with are: What is work? What is leisure? Is work only for

livelihood--for the money with which to pay for what we and our dependents need and want? Is work a good or an evil or both? What are the most valuable human goods? Is leisure an essential dimension of living humanly? Is there a "leisure class" nowadays? What part do work and leisure play in each person's search for meaning? Is work for man, or man for work? Does work, whatever its kind, have dignity? If it does, from what does it derive dignity? What are the deepest roots of alienation? What ways would you propose for humanizing work and leisure in our society? Does industrialization help or hinder human labor? Technology? And so on and on, until there is an awareness of the complexity of the subject and of the need for formal study.

At this point, students generally are expected to be willing and eager to study assigned readings in the texts and in other sources. The first assigned reading is Viktor Frankl's Man's Search for Meaning.

Throughout the course, the means of instruction include: Readings and class discussion of assigned topics; teacher-lectures; written assignments on particular questions or issues; reports of interviews with workers or employers in professional and/or blue-collar work situations; viewing or reading of relevant works of art, literature, drama, and film; sharing of personal and vicarious experience relevant to the course.

Each student is required to identify a question or problem or topic of vital interest for investigation. Toward the end of the course, the student presents his/her findings and conclusions on the selected topic orally to the class and in writing to the teacher.

The syllabus which follows gives texts, outline of course content, and a list of topics which have been selected by students or suggested for investigation by students or teacher. Bibliography for course is supplied as Item 8 of this proposal.

SYLLABUS

TEXTBOOKS

Frankl, Viktor. Man's Search for Meaning. New York: Washington Square Press, Ind. 1985

Daher, Michael (ed.). Play and Leisure: The Critical Context. Detroit: Wayne State University, 1977

Heisler, W. J. and John W. Houck (eds.). A Matter of Dignity: Inquiries into the Humanization of Work. Notre Dame, Ind.: University of Notre Dame Press, 1977

COURSE CONTENT

I. Fundament of the Philosophy of Work and Leisure: What it Means to be a Human Being
   1. Man as a Searcher for Meaning
   2. Man an Active Being, a Maker, an Artist, a Religious Being
      Man as a Being who Transcends the Self
   4. Man as Personal Spirit who Strives to Free the Self from the Domination of Economical and Biological Needs

II. The Semantics of 'Work' and 'Leisure' and Related Terms
   1. Work, Labor, Toil, Drudgery
   2. Leisure, Play, Recreation, Rest, Celebration, Contemplation
   3. Relation of 'Work' and'Leisure' to 'Vocation';'Sense of Self-Esteem'
   4. Relation of 'Work' and 'Leisure' to 'Happiness';'Utopia'

III. The Hermeneutics of Work & Leisure: Philosophical "Megatrends" and Changing Forms
   1. Ancient Times: Greek and Roman
   2. Early Christian and Middle Ages
   3. The Renaissance and Reformation Periods
   4. Modern Times
   5. Contemporary Society

IV. The Telos of Work and of Leisure
   1. The Telos of Work
      A. Multiple Ends
         a. The Good of the Worker: Means of Subsistence
            Possession of Private Property
            Fulfillment of Life Processes
            Self-development - Creativity
            Communal and Social Goods
            Religious Motivation
         b. The Good of the Product and the Good of the Consumer
         c. The Good of the Corporation: The Profit Motive
            Work as Production
         d. The Common Good of Society

2. The Telos of Leisure: The Good of the Person
   A. Activities that are Good in Themselves and Good for What is Good in Itself
   B. Examples of Personal Goods: Health, Knowledge, Self-expression, Character, Personality, Self-fulfillment, Friendship
3. The Possibility of Congruence of the Ends of Work and Leisure
4. The Subjectivity as well as the Objectivity of the Person's Ends

lienation

1. History of the Alienation Debate
   A. Adam Smith: The Impact of the Division of Labor on Man the Worker, as an Acceptable Price to Pay for Greater Wealth of Goods and Services for Man as Consumer
   B. Karl Marx
      a. Man in the Context of Dialectical Materialism
      b. Work as External, not Essential to Man
      c. The Product as Belonging not to the Worker, but to Someone Else
      d. The Worker as Separated from Self-realization
      e. The Workers' Relationships with other Workers Distorted by the Capitalist/Worker, Farmer/Landlord, Cog/Cog Relationships
   C. Emile Durkheim
      a. Hobbesian View of Human Nature
      b. Man as a Private in the Industrial Army of Workers
      c. The Division of Labor as Making for the "Good Society"
      d. Need for a Managed "Macro-Economic Policy" for Full Employment and Regulation of Competition
2. Summary of Causes of Alienation, including "Burn-Out" of Professionals

VI. The Contemporary American Work Ethic
1. Values in American Society
   A. Worth and Dignity of the Individual Person
   B. Ideals of Freedom and Free Enterprise
   C. Equality of Opportunity
   D. The Ideal of Justice
   E. The Dream of Brotherhood
   F. Others (Supplied by Students)

2. Relation of Work and Leisure to Above Values: Human Rights and Duties

   A. The Right to Work and the Problem of Unemployment

   B. The Right to Leisure

   C. The Rights of Workers (include Professionals); e.g., those Regarding Wages, Working Hours and Conditions, Unions, Strikes, etc.

   D. The Rights of Employers

   E. The Duties of Workers

   F. The Duties of Employers

VII. Study of a Work of Literature, Drama or Film which Yields Insight into Human Dimensions of Work and Leisure (such as Arthur Miller's The Death of a Salesman; such Films as "Places in the Heart," "Norma Rae," "Silkwood," and the Polish Films, "Man of Marble," "Man of Iron"; Poems, such as Robert Frost's "Death of the Hired Man," and the like)

VIII. Toward the Humanization of Work and Leisure

Open-ended exploration all through the course, culminating in the final sessions. Information and discussion takes into account the cybernetic revolution, atomic power, automation, robotized work, and general ambience. Also the role of education in this humanization.

IX. Presentation and Discussion of Student Research Projects

List of Topics Presented This Semester or Suggested for Future Presentation

The Potential Impact for Work Humanization of the Peters and Waterman "Bestseller," In Search of Excellence

Critical Examination of Studs Terkel's Working: Some Generalizations and Insights

Excess Leisure? - Analysis of Forester's The Machine Stops

"Workaholism"

Meaning, Work, and Leisure in the Peace Corps

The Relation of the Quality of Leisure to Available Financial Resources of the Person

Consumerism and Values

Gabriel Marcel and Paul Tillich on the Subject of Man against Mass Society

Josef Pieper's Philosophy of Leisure as the Basis of Culture

Simone Weil's Philosophy of Work as Seen in her Life and Writings

Moral Questions regarding Practices and Policies Affecting Unemployment Today

Ethical Foundations of the Right to Work, the Right to a Living Wage, the Right to Organize, etc.

Moral Questions pertaining to Unions and Strikes: General Principles and Particular Cases

The Philosophy of the Catholic Worker Movement: Dorothy Day and Peter Maurin

Karl Rahner's Philosophy of Work and Leisure

Hannah Arendt's Philosophy of Work

Topics (continued)

"Burn Out": Causes, Prevention, Cure

Jean Guitton on Intellectual Work

Creative Projects: Writing of a Play, a Poem, or a Short Story;
Production of a Drawing, a Painting, or any Work of Art
Relevant to the Course

5. THE EVALUATION PROCESS

The evaluation of student achievement of objectives is based on results of written tests and the final examination; the nature and quality of the project presented; the quality of short written assignments; and the quality of oral participation in class discussion.

Knowledge and skills can be assessed by the above methods. Objectives in the category of attitudes and values are difficult, if not impossible, to measure objectively, although effort is made to have the students feel free to express their views. It is obvious, also, that many students may already have at least some of these attitudes and values at the beginning of the class; the class may serve only to bring about clarification and conviction.

Students evaluate the course and the teaching of it on the form that is used in other classes of this university (See pink sheet appended to the proposal).

The course, being new and experimental this semester, will be evaluated at its conclusion by the philosophy faculty, who have access to the above evaluations, and then presented to the Dean of the College of Arts and Sciences and the Academic Council for inclusion in the curriculum, if approved.

6. TECHNOLOGY TO BE UTILIZED

The equipment and services required for this course are supplied by the Media Center of the university and do not exceed the requirements of other courses. The Library has some films and video-cassettes that are used; e.g., the PMI cassettes of "Six Great Ideas" (The one on Justice is especially relevant), originally presented on Public Television with Mortimer Adler and Bill Moyers as principals.

7. COST OF IMPLEMENTATION

Costs for this course are virtually the same as those of other philosophy courses. The class is taught by a full-time member of the faculty and represents one-fourth of the teaching load. Other expenses are also routine, such as limited duplicating of tests and hand-outs, rental of one film, and the like.

Library print materials are more than adequate.

The texts contain extensive bibliographies in each section. The following books are especially helpful and readily available in the

Arendt, Hannah. The Human Condition. Garden City, N.Y.: Doubleday, 1959. Especially Part III and Part IV

Borne, Etienne & Francois Henry. A Philosophy of Work. N.Y.: Sheed and Ward (1937?)

Coles, Robert. A Spectacle unto the World: The Catholic Worker Movement. N.Y.: Viking Press, 1973

Cox, Harvey. The Secular City. N.Y.: Macmillan, 1965

_____ The Feast of Fools. Cambridge: Harvard U. Press, 1969

Day, Dorothy. The Long Loneliness. N.Y.: Harper, 1952

Dewey, John. "Labor and Leisure," in Democracy and Education. N.Y.: The Free Press (1916) 1966

Gardiner, John W. Self-Renewal - The Individual and the Innovative Society. Harper, Colophon Books, 1965

Chiselin, Brewster (ed.). The Creative Process. N.Y.: New American Library, 1952

Guitton, Jean. A Student's Guide to Intellectual Work. Notre Dame, Ind.: U. of Notre Dame Press, 1964

Haworth, J. T. & M. A. Smith (eds.) Work and Leisure: An Interdisciplinary Study in Theory, Education, and Planning. Princeton: Princeton Book Co., 1976

Herzberg, Frederick. Work and the Nature of Man. N.Y.: New American Library, 1966

Hill, Arthur C. et al. Work and Society. Minneapolis: Minneapolis Community College, 1980.

Huizinga, John. Homo Ludens. 1950. Reprinted by Beacon Press

Kaplan, Max. Leisure in America. N.Y.: Wiley, 1960

Marcel, Gabriel. The Existential Background of Human Dignity. Cambridge: Harvard U. Press, 1963

_____ Man against Mass Society. Chicago: Regnery, 1962

Miller, Arthur. Death of a Salesman. N.Y.: Viking Press, 1949

Naisbitt, John. Megatrends. N.Y.: Warner, 1982

Neff, Walter S. Work and Human Behavior. Chicago: Aldine Pub. Co., 1977

Ollman, Bertell. Alienation: Marx's Conception of Man in Capitalist Society. Cambridge (England): Cambridge U. Press, 1976

O'Toole, James. Working, Learning and the American Future. San Francisco: Jossey-Bass, 1977

O'Toole, James, Jane L. Scheiber & Linda Wood. Working, Changes and Choices. N.Y.: Human Sciences Press, 1981

Papal Encyclicals

Leo XIII. "The Condition of the Working Classes" (Rerum Novarum). 1891

Pius XI. "On Reconstructing the Social Order - Forty Years After" (Quadragesimo Anno). 1931

John Paul II. "On Human Work" (Laboren Exercens) - On 90th Anniversary of Leo XIII's Rerum Novarum. 1981.

*Marx, Karl. Economic and Philosophic Manuscripts of 1844. Moscow: Foreign Languages Publishing House, 1961

Peters, Thomas J. and Robert H. Waterman, Jr. In Search of Excellence, Lessons from America's Best-run Companies. N.Y.: Harper & Row, 1982

Petrement, Simone. Simone Weil. N.Y.: Pantheon, 1976

Pieper, Josef. Leisure: The Basis of Culture. N.Y.: Pantheon, 1952

Rahner, Karl. Man at Play or Did You ever Practice Eutropelia? London: Burns & Oates, 1965

_____ "Theological Remarks on the Problem of Leisure," in Theological Investigations, IV. N.Y.: Seabury Press, 1966

Riesman, David. Abundance of What? Garden City, N.Y.: Doubleday, 1964

_____ The Lonely Crowd. New Haven, Conn.: Yale U. Press, 1950

Ruskin, John. "Work," in The Crown of Wild Olive: Four Lectures, pp. 27 ff. N.Y.: Hurst & Co., 1896

Sarason, Seymour B. Work, Aging, and Social Change. N.Y.: The Free Press, 1977

Sayers, Dorothy L. The Mind of the Maker. N.Y.: Meridian Books, 1956

Schacht, Richard. Alienation. Lanham, Md.: University Press of America, 1984

Schumacher, E. F. Good Work. Washington, D.C.: Sojourner Book Service, 1979

Terkel, Studs. Working. N. Y.: Pantheon, 1972

Tilgher, A. Homo Faber: Work through the Ages. Chicago: Regnery, 1958

Vroom, Victor H. Work and Motivation. N. Y.: Wiley, 1964

Journals

Humanitas, Journal of the Institute of Man, ed. by Adrian van Kaam. Pittsburgh: Duquesne U. Press

Vol. VII, no.2 (1971): "Work and Human Development" (entire issue)

Vol. VII, no.3 (1972): "The Leisurely Attitude" (entire issue)

Lasch, Christopher."The Degradation of Work and the Apotheosis of Art," in Harpers, v. 268 (1984), pp. 40-45

Mead, Margaret. "Work, Leisure, and Creativity," in Daedalus, v. 89 (1960) , pp.13-23

The Way, v. 23 (1983) , "The World of Work." Middlesex, Eng.: Campion House (entire issue)

Work Life in the 1980's. Washington: Congressional Quarterly, 1981.

Department, Course number, Section

Course Title

Instructor Date

This instrument is designed to give the student an opportunity to evaluate the instructor. The purpose of the evaluation is to provide a tool in self-improvement for the instructor and to assist in the college evaluation of the instructor.

A. Teacher Evaluation

NA = Not applicable

	Excellent				Poor	
1 Makes course objectives known	5	4	3	2	1	NA
2 Selects materials that are suitable to obtain objectives	5	4	3	2	1	NA
3 Presents class material clearly	5	4	3	2	1	NA
4 Accepts questions readily	5	4	3	2	1	NA
5 Answers questions clearly or gives references	5	4	3	2	1	NA
6 Displays sensitivity to student's feelings and objectives	5	4	3	2	1	NA
7 Gives appropriate assignments to attain objectives	5	4	3	2	1	NA
8 Is available for consultation	5	4	3	2	1	NA
9 Shows interest and enthusiasm for course	5	4	3	2	1	NA
10 Demonstrates a broad understanding of subject	5	4	3	2	1	NA
11 Is flexible (adaptable and resourceful)	5	4	3	2	1	NA
12 Is consistent and reasonable in grading	5	4	3	2	1	NA
13 Overall rating of this instructor as a teacher	5	4	3	2	1	NA

Please make any other comments you wish, or add suggestions which would give additional information regarding this instructor.

Department, Course number, Section

Course Title

Instructor Date

This instrument is designed to give the student an opportunity to evaluate the course. The purpose of the evaluation is to provide a tool in self-improvement for the instructor and to assist in the college evaluation of the course.

B. Course Evaluation

NA = Not applicable

	Very Much				Very Little	
14 How much did this course add/contribute to your learning:						
A facts and information?	5	4	3	2	1	NA
B concepts that help to organize and interpret information gained?	5	4	3	2	1	NA
C critical reasoning and analysis?	5	4	3	2	1	NA
D application of course content?	5	4	3	2	1	NA
E resources particular to this discipline?	5	4	3	2	1	NA
15 Rate your sources of learning for the course:						
A instructor(s)	5	4	3	2	1	NA
B text(s)/other required reading	5	4	3	2	1	NA
C critical reasoning and analysis	5	4	3	2	1	NA
D group work	5	4	3	2	1	NA
E library or other research or reading	5	4	3	2	1	NA
F laboratory/practicum experience	5	4	3	2	1	NA
G other assignments (explain)	5	4	3	2	1	NA
16 How much did you apply yourself to this course?	5	4	3	2	1	NA

17 What are the major strengths of this course?

A.
B.
C.

18 What are the major weaknesses of this course?

A.
B.
C.

19 Check one or more statements as appropriate. I am taking this course because:

_____friends recommended it.
_____faculty advisor recommended it.
_____teacher's reputation influenced my choice.
_____I thought I would make a good grade.
_____it is required for (major____) (minor____) (general education____)
_____it seemed of interest to me.

20 How would you rate this course, considering all applicable qualities?

5 Excellent 4 Very good 3 Good 2 Fair 1 Poor

Please make any other comments you wish, or add suggestions which would give additional information regarding this course.

ABSTRACT OF PROPOSAL

THE PHILOSOPHY OF WORK AND LEISURE

The proposed course grew out of the awareness that the quality of life can be enhanced through study and reflection on the essential human values of work and leisure and that there are few, if any, courses which address these activities in the philosophical context of the search for meaning and the striving for fulfillment. The course is designed to relate abstract philosophy to concrete life situations.

The theoretical and practical knowledge that forms the course content is approached in a spirit of intellectual inquiry which brings into consideration the students' personal experience of contemporary questions and issues as well as the vicarious experience supplied by history, philosophy, and the arts.

Students are invited to examine their basic assumptions regarding these fundamental dimensions of human life in the light of the theories of great thinkers past and present. Exploring the philosophical theories regarding work and leisure from a wide range of perspectives, including those of particular sciences such as economics, psychology and sociology, students are encouraged to reach conclusions that may influence their personal choices and actions as well as to acquire understanding and sensitivity helpful in humanizing work and leisure in our society.